DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron

Susan A. Gendron
Commissioner of Education

MEA
Maine Educational Assessment

School Report
Grade 7

Test Date: March 2009
Code: 10121166
SAU: Bar Harbor School Department
School: Conners-Emerson School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

SUMMARY OF SCORES

MEA Maine Educational Assessment

Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	756	756	748
2007–2008	752	752	750
2008–2009	**755**	**755**	**751**
Cum. Avg.*	754	754	750
Mathematics			
2006–2007	746	746	742
2007–2008	747	747	743
2008–2009	**748**	**748**	**745**
Cum. Avg.*	747	747	743

ELA – READING

	Exceeds			Meets			Partially Meets			Does Not Meet		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
	20	20	19	69	69	60	10	10	15	0	0	6

MATHEMATICS

	Exceeds			Meets			Partially Meets			Does Not Meet		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
	22	22	16	42	42	42	26	26	25	10	10	18
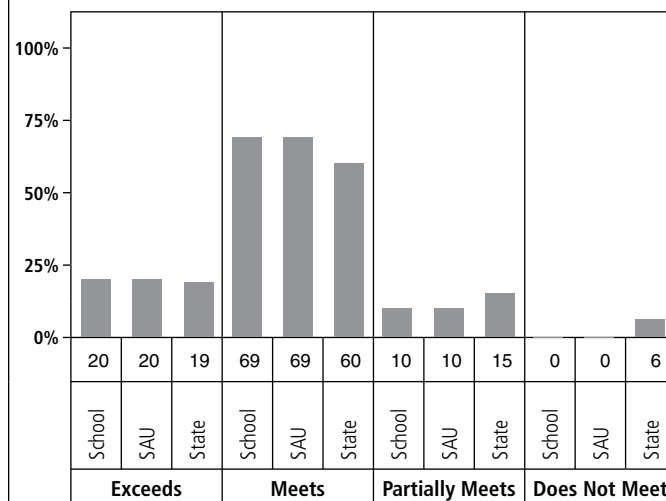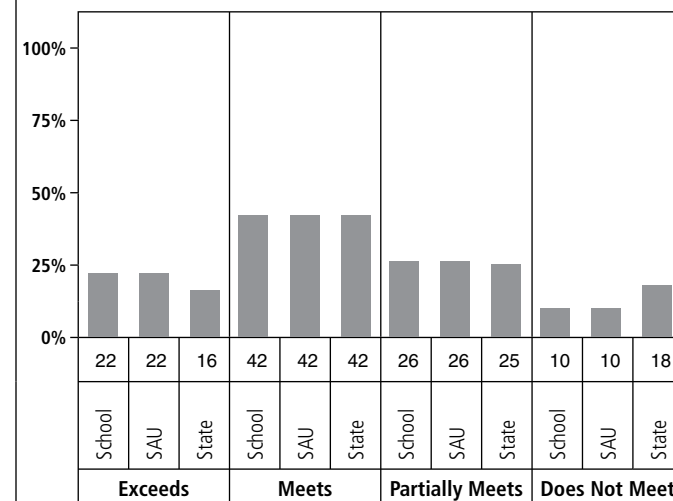
*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

MEA — Maine Educational Assessment

CATEGORY OF PARTICIPATION	Enrollment[1] during testing window						CONTENT AREA PARTICIPATION[2]																
	School		SAU		State		ELA–Reading						Mathematics										
							School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	50	100	50	100	14446	100	49	98	49	98	14316	99	50	100	50	100	14322	99						
Ethnicity African American/Black	1	2	1	2	432	3	1	100	1	100	416	97	1	100	1	100	421	98						
American Indian or Native Alaskan	0	0	0	0	124	1	0	0	0	0	121	98	0	0	0	0	122	99						
Asian or Pacific Islander	2	4	2	4	260	2	2	100	2	100	255	98	2	100	2	100	259	100						
Hispanic	0	0	0	0	147	1	0	0	0	0	144	99	0	0	0	0	144	99						
Caucasian/White	47	94	47	94	13483	93	46	98	46	98	13380	99	47	100	47	100	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	4	8	4	8	2428	17	4	100	4	100	2391	99	4	100	4	100	2391	99						
Current LEP	1	2	1	2	334	2	1	100	1	100	318	95	1	100	1	100	328	98						
Economically disadvantaged	4	8	4	8	5498	38	4	100	4	100	5431	99	4	100	4	100	5436	99						
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION[3]	ELA–Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	46	92	46	92	11742	81	47	94	47	94	11754	81						
Identified disability (PET/IEP)	1	2	1	2	367	3	1	2	1	2	365	3						
LEP	1	2	1	2	168	1	1	2	1	2	169	1						
504 plan	1	2	1	2	183	2	1	2	1	2	187	2						
Participation with accommodations	3	6	3	6	2367	16	3	6	3	6	2366	16						
Identified disability (PET/IEP)	3	100	3	100	1819	77	3	100	3	100	1824	77						
LEP	0	0	0	0	143	6	0	0	0	0	154	7						
504 plan	0	0	0	0	84	4	0	0	0	0	80	3						
Other	0	0	0	0	358	15	0	0	0	0	346	15						
Participation through alternate assessment (PAAP)	0	0	0	0	205	1	0	0	0	0	202	1						
Identified disability (PET/IEP)	0	0	0	0	205	100	0	0	0	0	202	100						
LEP	0	0	0	0	5	2	0	0	0	0	5	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	33	0	0	0	0	0	32	0						
Non-participation – other	1	2	1	2	97	1	0	0	0	0	92	1						

[1]Percents are the percentage of students enrolled in each participation category.
[2]Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.
[3]Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

STUDENTS AT EACH ACHIEVEMENT LEVEL

ACHIEVEMENT LEVEL DEFINITIONS

The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in English language arts – reading.

ACHIEVEMENT LEVEL DEFINITIONS		School N	School %	SAU N	SAU %	State N	State %
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 762–780)	2006-2007	13	30	13	30	2630	18
	2007-2008	11	24	11	24	2604	18
	2008-2009	**10**	**20**	**10**	**20**	**2618**	**19**
	Cum. Total*	34	25	34	25	7852	18
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 742–760)	2006-2007	22	51	22	51	7605	51
	2007-2008	24	53	24	53	8049	55
	2008-2009	**34**	**69**	**34**	**69**	**8484**	**60**
	Cum. Total*	80	58	80	58	24138	56
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 730–740)	2006-2007	6	14	6	14	3000	20
	2007-2008	8	18	8	18	2672	18
	2008-2009	**5**	**10**	**5**	**10**	**2108**	**15**
	Cum. Total*	19	14	19	14	7780	18
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 700–728)	2006-2007	2	5	2	5	1620	11
	2007-2008	2	4	2	4	1190	8
	2008-2009	**0**	**0**	**0**	**0**	**899**	**6**
	Cum. Total*	4	3	4	3	3709	9

Learning Results Content Standards	Number of Points Possible N	Number of Points Possible %	School N	School %	SAU N	SAU %	State N	State %
Reading Total Points	**56**	**100**	37.3	66.6	37.3	66.6	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	**20**	**36**	13.1	65.5	13.1	65.5	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	**36**	**64**	24.2	67.2	24.2	67.2	22.6	62.8

The MEA assesses students' reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

Average Points Attained (Number and Percent)

ELA-READING RESULTS
(CONTINUED)

Test Date: March 2009
Grade: 7
SAU: Bar Harbor School Department
School: Conners-Emerson School

REPORTING CATEGORIES	School Tested N	School E N	School E %	School M N	School M %	School P N	School P %	School D N	School D %	School Mean Scaled Score	SAU Tested N	SAU E %	SAU M %	SAU P %	SAU D %	SAU Mean Scaled Score	State Tested N	State E %	State M %	State P %	State D %	State Mean Scaled Score
All Students	49	10	20	34	69	5	10	0	0	755	49	20	69	10	0	755	14109	19	60	15	6	751
Ethnicity																						
African American/Black	1										1						409	11	49	22	18	744
American Indian or Native Alaskan	0										0						117	12	53	19	16	746
Asian or Pacific Islander	2										2						253	24	59	11	6	753
Hispanic	0										0						142	14	56	17	13	747
Caucasian/White	46	10	22	31	67	5	11	0	0	755	46	22	67	11	0	755	13188	19	61	15	6	751
Not Reported	0										0						0					
Identified disability																						
Yes	4										4						2186	2	36	35	27	737
No	45	10	22	30	67	5	11	0	0	756	45	22	67	11	0	756	11923	22	65	11	3	754
Current LEP																						
Yes	1										1						311	4	41	29	26	739
No	48	10	21	33	69	5	10	0	0	755	48	21	69	10	0	755	13798	19	61	15	6	751
Economically disadvantaged																						
Yes	4										4						5300	8	58	22	11	746
No	45	10	22	30	67	5	11	0	0	755	45	22	67	11	0	755	8809	25	61	10	4	754
Migrant																						
Yes	0										0						8	13	50	38	0	747
No	49	10	20	34	69	5	10	0	0	755	49	20	69	10	0	755	14101	19	60	15	6	751
Gender																						
Female	28	8	29	20	71	0	0	0	0	759	28	29	71	0	0	759	6993	24	61	11	4	754
Male	21	2	10	14	67	5	24	0	0	751	21	10	67	24	0	751	7116	14	60	18	8	749
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										2						1025	10	53	27	11	745
No	47	10	21	33	70	4	9	0	0	756	47	21	70	9	0	756	13084	19	61	14	6	752
Gifted/talented program																						
Yes	7	5	71	2	29	0	0	0	0	769	7	71	29	0	0	769	676	66	33	1	0	766
No	42	5	12	32	76	5	12	0	0	753	42	12	76	12	0	753	13433	16	61	16	7	750

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.   **N** = Number

ELA-READING RESULTS
(QUESTIONNAIRE ITEMS)

MEA — Maine Educational Assessment

QUESTIONNAIRE ITEMS	School Students in Each Category %	School E N	School E %	School M N	School M %	School P N	School P %	School D N	School D %	School Mean Scaled Score	SAU Students in Each Category %	SAU E %	SAU M %	SAU P %	SAU D %	SAU Mean Scaled Score	State Students in Each Category %	State E %	State M %	State P %	State D %	State Mean Scaled Score
How much homework do you do on school nights?																						
A. none	2	0	0	1	100	0	0	0	0	750	2	0	100	0	0	750	7	8	48	25	19	743
B. less than one hour	27	3	23	10	77	0	0	0	0	759	27	23	77	0	0	759	52	17	62	15	6	751
C. one to two hours	63	6	19	20	65	5	16	0	0	753	63	19	65	16	0	753	37	23	61	12	4	753
D. more than two hours	8	1	25	3	75	0	0	0	0	760	8	25	75	0	0	760	4	19	53	18	10	750
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	33	7	44	8	50	1	6	0	0	762	33	44	50	6	0	762	30	33	56	7	4	756
B. good	55	2	7	22	81	3	11	0	0	751	55	7	81	11	0	751	49	16	64	14	5	751
C. fair	8	1	25	2	50	1	25	0	0	758	8	25	50	25	0	758	19	5	59	26	10	745
D. poor	4	0	0	2	100	0	0	0	0	748	4	0	100	0	0	748	3	3	45	32	21	740
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	19	4	44	5	56	0	0	0	0	762	19	44	56	0	0	762	33	24	62	10	3	754
B. They match some of what I have learned.	52	3	12	22	88	0	0	0	0	754	52	12	88	0	0	754	52	18	62	15	5	751
C. They match just a little of what I have learned.	19	2	22	4	44	3	33	0	0	753	19	22	44	33	0	753	11	11	54	23	13	746
D. There is no match.	10	1	20	3	60	1	20	0	0	753	10	20	60	20	0	753	3	6	38	29	27	739
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	22	1	9	9	82	1	9	0	0	754	22	9	82	9	0	754	17	16	55	18	12	748
B. about the same as my regular schoolwork	55	9	33	17	63	1	4	0	0	758	55	33	63	4	0	758	65	19	62	14	5	752
C. easier than my regular schoolwork	22	0	0	8	73	3	27	0	0	749	22	0	73	27	0	749	17	22	60	13	5	752
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	10	0	0	5	100	0	0	0	0	756	10	0	100	0	0	756	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	47	4	17	15	65	4	17	0	0	752	47	17	65	17	0	752	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	43	6	29	14	67	1	5	0	0	758	43	29	67	5	0	758	38	28	60	9	3	756
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	43	4	20	14	70	2	10	0	0	755	43	20	70	10	0	755	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	49	5	22	17	74	1	4	0	0	756	49	22	74	4	0	756	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	9	1	25	1	25	2	50	0	0	751	9	25	25	50	0	751	5	9	51	26	15	744
How much time do you spend reading at home each day?																						
A. more than one hour	27	6	46	6	46	1	8	0	0	762	27	46	46	8	0	762	21	27	57	11	5	755
B. 20 minutes to an hour	41	2	10	16	80	2	10	0	0	755	41	10	80	10	0	755	45	22	62	12	4	753
C. less than 20 minutes	24	1	8	9	75	2	17	0	0	749	24	8	75	17	0	749	13	13	61	17	8	749
D. I rarely read at home.	8	1	25	3	75	0	0	0	0	754	8	25	75	0	0	754	21	7	59	24	11	746
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards
N = Number

![MEA - Maine Educational Assessment]

MATHEMATICS RESULTS

STUDENTS AT EACH ACHIEVEMENT LEVEL

ACHIEVEMENT LEVEL DEFINITIONS		School		SAU		State	
The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in mathematics.		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 762–780)	2006-2007	8	19	8	19	2142	14
	2007-2008	10	22	10	22	2028	14
	2008-2009	**11**	**22**	**11**	**22**	**2220**	**16**
	Cum. Total*	29	21	29	21	6390	15
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (Scaled Score 742–760)	2006-2007	20	47	20	47	5642	38
	2007-2008	18	40	18	40	5703	39
	2008-2009	**21**	**42**	**21**	**42**	**5879**	**42**
	Cum. Total*	59	43	59	43	17224	40
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 728–740)	2006-2007	9	21	9	21	4077	27
	2007-2008	10	22	10	22	3733	26
	2008-2009	**13**	**26**	**13**	**26**	**3537**	**25**
	Cum. Total*	32	23	32	23	11347	26
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 700–726)	2006-2007	6	14	6	14	3001	20
	2007-2008	7	16	7	16	3054	21
	2008-2009	**5**	**10**	**5**	**10**	**2484**	**18**
	Cum. Total*	18	13	18	13	8539	20

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	32.1	57.3	32.1	57.3	29.9	53.4
A. Number	14	25	8.1	57.9	8.1	57.9	7.7	55.0
B. Data	16	29	8.7	54.4	8.7	54.4	8.1	50.6
C. Geometry	12	21	7.8	65.0	7.8	65.0	6.9	57.5
D. Algebra	14	25	7.6	54.3	7.6	54.3	7.3	52.1

The MEA assesses students' mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

MATHEMATICS RESULTS
(CONTINUED)

Test Date: March 2009
Grade: 7
SAU: Bar Harbor School Department
School: Conners-Emerson School

REPORTING CATEGORIES	School Tested N	E N	E %	M N	M %	P N	P %	D N	D %	School Mean Scaled Score	SAU Tested N	SAU E %	SAU M %	SAU P %	SAU D %	SAU Mean Scaled Score	State Tested N	State E %	State M %	State P %	State D %	State Mean Scaled Score
All Students	50	11	22	21	42	13	26	5	10	748	50	22	42	26	10	748	14120	16	42	25	18	745
Ethnicity																						
African American/Black	1										1						416	5	26	28	41	733
American Indian or Native Alaskan	0										0						119	8	30	31	30	737
Asian or Pacific Islander	2										2						258	25	43	19	13	750
Hispanic	0										0						142	8	39	23	30	739
Caucasian/White	47	10	21	19	40	13	28	5	11	748	47	21	40	28	11	748	13185	16	42	25	17	745
Not Reported	0										0						0					
Identified disability																						
Yes	4										4						2189	2	17	27	53	728
No	46	11	24	20	43	12	26	3	7	750	46	24	43	26	7	750	11931	18	46	25	11	748
Current LEP																						
Yes	1										1						323	4	20	28	48	729
No	49	10	20	21	43	13	27	5	10	748	49	20	43	27	10	748	13797	16	42	25	17	745
Economically disadvantaged																						
Yes	4										4						5308	7	35	30	28	738
No	46	11	24	18	39	13	28	4	9	749	46	24	39	28	9	749	8812	21	46	22	11	749
Migrant																						
Yes	0										0						8	0	50	38	13	742
No	50	11	22	21	42	13	26	5	10	748	50	22	42	26	10	748	14112	16	42	25	18	745
Gender																						
Female	29	8	28	16	55	3	10	2	7	753	29	28	55	10	7	753	6992	16	43	25	16	745
Male	21	3	14	5	24	10	48	3	14	743	21	14	24	48	14	743	7128	15	41	25	19	744
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										2						1024	7	26	36	31	736
No	48	11	23	21	44	12	25	4	8	749	48	23	44	25	8	749	13096	16	43	24	17	745
Gifted/talented program																						
Yes	7	6	86	1	14	0	0	0	0	773	7	86	14	0	0	773	676	68	29	2	0	767
No	43	5	12	20	47	13	30	5	12	744	43	12	47	30	12	744	13444	13	42	26	18	744

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.   **N** = Number

MATHEMATICS RESULTS
(QUESTIONNAIRE ITEMS)

QUESTIONNAIRE ITEMS	School Students in Each Category %	E N	E %	M N	M %	P N	P %	D N	D %	School Mean Scaled Score	SAU Students in Each Category %	SAU E %	SAU M %	SAU P %	SAU D %	SAU Mean Scaled Score	State Students in Each Category %	State E %	State M %	State P %	State D %	State Mean Scaled Score
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	0	0	1	100	708	2	0	0	0	100	708	7	6	30	28	36	735
B. less than one hour	26	6	46	4	31	3	23	0	0	758	26	46	31	23	0	758	52	16	42	25	17	745
C. one to two hours	64	4	13	15	47	9	28	4	13	745	64	13	47	28	13	745	37	18	44	24	14	747
D. more than two hours	8	1	25	2	50	1	25	0	0	756	8	25	50	25	0	756	4	15	38	24	22	743
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	24	4	33	5	42	2	17	1	8	755	24	33	42	17	8	755	26	35	43	12	9	754
B. good	50	6	24	10	40	7	28	2	8	749	50	24	40	28	8	749	46	13	48	25	15	745
C. fair	22	1	9	5	45	4	36	1	9	744	22	9	45	36	9	744	23	3	32	37	27	737
D. poor	4	0	0	1	50	0	0	1	50	728	4	0	50	0	50	728	5	1	22	37	40	731
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	26	6	46	5	38	1	8	1	8	757	26	46	38	8	8	757	26	23	43	20	13	749
B. They match some of what I have learned.	52	4	15	14	54	6	23	2	8	748	52	15	54	23	8	748	53	15	45	26	15	746
C. They match just a little of what I have learned.	18	1	11	1	11	5	56	2	22	739	18	11	11	56	22	739	17	9	35	32	24	740
D. There is no match.	4	0	0	1	50	1	50	0	0	739	4	0	50	50	0	739	4	7	21	22	51	730
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	50	0	0	15	60	6	24	4	16	743	50	0	60	24	16	743	37	8	40	29	23	740
B. about the same as my regular schoolwork	40	7	35	6	30	7	35	0	0	752	40	35	30	35	0	752	51	16	44	25	15	746
C. easier than my regular schoolwork	10	4	80	0	0	0	0	1	20	763	10	80	0	0	20	763	12	41	35	13	11	755
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	40	4	21	9	47	5	26	1	5	750	40	21	47	26	5	750	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	51	6	25	8	33	7	29	3	13	747	51	25	33	29	13	747	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	9	1	25	2	50	0	0	1	25	752	9	25	50	0	25	752	5	14	27	25	34	738
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	2	0	0	0	0	0	0	1	100	722	2	0	0	0	100	722	8	8	30	29	33	737
B. 30–45 minutes	14	0	0	5	71	2	29	0	0	745	14	0	71	29	0	745	38	13	40	27	20	743
C. 45–60 minutes	30	2	13	7	47	4	27	2	13	745	30	13	47	27	13	745	42	20	45	23	12	748
D. more than 60 minutes	54	9	33	9	33	7	26	2	7	752	54	33	33	26	7	752	12	16	42	25	17	745
How often do you use calculators in mathematics class?																						
A. almost every day	8	2	50	1	25	1	25	0	0	759	8	50	25	25	0	759	15	19	38	25	19	745
B. two or three days a week	0										0						31	18	42	24	16	746
C. two or three times a month	0										0						26	17	43	24	17	746
D. never or almost never	92	9	20	20	43	12	26	5	11	748	92	20	43	26	11	748	28	11	42	27	19	743
How often do you use laptops in mathematics class?																						
A. almost every day	48	7	29	7	29	8	33	2	8	749	48	29	29	33	8	749	10	12	39	24	24	741
B. two or three days a week	44	3	14	12	55	4	18	3	14	747	44	14	55	18	14	747	22	13	43	26	18	744
C. two or three times each month	8	1	25	2	50	1	25	0	0	754	8	25	50	25	0	754	33	18	44	25	13	747
D. never or almost never	0										0						35	16	40	25	19	744
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards
N = Number